

## Lesson Plan Template

Lesson Segment Focus: Vowels

Lesson 5 of 6

Course & topic addressed: Language/Vowels

Date: 10/19/2018 Grade: K

### Student Outcomes

Specific learning objectives for this lesson.	For students to be able to identify the vowels in a word.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will be able to use their prior knowledge of word parts, to help them with this assignment. They will have known these words, and all 5 vowels. This will just test them to see if they can identify the vowels, with a written form, rather than stating, “a, e, i, o, u”.
Knowledge of students background (personal, cultural, or community assets)	All students should know their vowels. There may be some students who don’t speak fluent English, so it may be a harder task for them.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RF.K.3.B Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g., open-go, closed-got)
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Around my room, I will have posters with vowels on them. They will also have the power point to go over, to view the vowels. Before the lesson starts, we will go over our vowels, so that each student has a clear understanding on the content. If any student is struggling, I will take the time to catch them up.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Word parts, letters, vowels</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Computer, smartboard, have worksheets printed.
Materials needed by students for <b>this lesson.</b>	Worksheet, pencil

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	I will start the lesson by asking what vowels are. I will then ask if anyone knows their vowels. After going over the vowels, I will introduce what we will be doing, and then hand out a worksheet.
	<b><u>Instruction:</u></b>	<ul style="list-style-type: none"> <li>• Students will sit in pods.</li> <li>• They will be given a worksheet with corresponding words from the slide show I have created.</li> <li>• The students will work together to locate all vowels in the words listed.</li> <li>• I will allow students up to 10-15 minutes to complete this worksheet.</li> <li>• As this time is going, I will walk around, monitoring my students understanding.</li> <li>• Upon completion, I will check to see if anyone needed help, or more time.</li> <li>• Once completed, I will announce that we are going to go over it on the smart board (or projector)</li> <li>• I will then present the slideshow, and students will be able to compare their answers to my answers.</li> </ul>
	<b><u>Closure:</u></b>	To conclude this lesson, I will end with a discussion. I will ask if there was anything they learned about vowels. I could also ask several students to tell me what vowels they have in their names.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.Remediation? Pair them with students who are more advanced and willing to help the struggling student. Intervention? Bring the student closer to my desk/the board, so that I am right there by them if I need to assist with something. IEP/504? Same as intervention. LEP/ESL? Same as above.
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>With going over the worksheet as a class whole, I will be able to see what students missed/got correct. This will show me their level of understanding.</b>
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### Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

Identify theories or research that supports the approach you used.	
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### Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;

<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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